A REVIEW OF THE VICTORIA BOYS AND GIRLS CLUB G.R.O.W. PROGRAM

(Girls Realizing Opportunities for Work)

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In particular, the evaluator would like to express her thanks to these people for their belief in and commitment to the concept of program monitoring and evaluation. Many hours were spent in assessment and data collection purely for the purpose of monitoring what the Program was doing and how the participants were benefiting. The Program staff and Director were exceedingly candid about the difficulties encountered and the degree to which success with individual girls had eluded them.

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EXECUTIVE SUMMARY

The GROW Program (Girls Realizing Opportunities for Work) was implemented by the Victoria Boys and Girls Club March 1, 1983. It operated for nine months until October 31, 1983 as a demonstration project to develop an employment-readiness program for delinquent and problem adolescent girls. Funding was provided through the Canada Employment Development Branch ($29,023.20) and the B.C. Juvenile Crime Prevention Project ($15,000.00). The B.C. Juvenile Crime Prevention Project is a cost-shared project of the B.C. Ministry of Attorney General and the Solicitor General of Canada. An additional $1407 was earned for the GROW program through work projects undertaken by the participants. Most of this was spent on supplies and equipment needed in the work project. The Boys and Girls Club provided a part-time director, secretarial and bookkeeping support, and a van for transportation of girls to work sites.

The Program employed three full-time counsellors for the 21 girls accepted into the Program over the nine months. Since there was a flow of girls entering and leaving the Program, the ratio of staff to participants was approximately 3:1.

Demand for the Program was high. A total of 48 referrals were made. Twenty-one of the 23 girls who appeared for the interview were later accepted into the Program. The remaining twenty-five girls who were not interviewed had declined to be involved or were presently unavailable for participation in the program.

The goals of the GROW Program were:

- to develop a specific program for young women to provide them with a constructive alternative to their current known and/or potential criminal activities;

- to provide a viable work activity program for young women who want to enter the working force but who are lacking the appropriate social, work, and/or life skills;

- to work closely with the business community to provide required manpower.

The general objectives of the Program for its participants were:

1. to help young women experience a sense of achievement while simultaneously gathering basic work knowledge and general life skills necessary to daily living and the maintenance of successful full-time employment.

2. to introduce basic tool and technical skills.

3. to instill the work ethic of self-discipline and develop positive work habits.

4. to prepare participants for employment or further upgrading and vocational training.

5. to help graduates secure and maintain permanent employment or appropriate placements.

6. to subsequently and significantly reduce the criminal activities of participants in the program.

The GROW Program successfully met Goal 1 and made progress on Goal 2 in providing life skill and employment readiness training for some girls. The Program, however, did not continue long enough to reach the stage of establishing a connection with the business community and placing girls in employment positions where they would be supervised and supported. Few of the girls made sufficient progress in the areas of personal and emotional stability, life skills, self-esteem, decision-making skills, and conflict-resolution skills such that they were ready and able to maintain an independent employment situation. Six girls (29%) were placed in jobs, most being part-time or temporary jobs. One girl was fired for poor work performance and absenteeism.

Twelve girls (57%) were living in highly unstable environments during the time they were in the Program (e.g. alcoholic parents, living on the streets, with a boyfriend, or in temporary crisis centres). Thirteen girls (62%) had a prior history of delinquent behaviour that had brought them into conflict with the law. Two girls were known to have been sexually abused in the home. Two girls, while participating in the Program, thought they were pregnant and one was pregnant. The chaos and instability of their lives while in the Program, was therefore not conducive to major progress being made in increasing employment readiness and placing them in permanent jobs.

However, the Program was successful in many ways. Attendance was good to excellent (over 75%) for all of the girls who stayed past the "honeymoon" period . Four girls dropped out within the first two weeks. The remaining girls were in the program 1-7 months (over 50% for 3-7 months).

As a result of the Program, three girls returned to school to finish their education realizing they had neither the education nor the skills to get a good job. Two girls were able to move out of a poor group home situation and into an independent living situation. It is unknown how well this worked out. One girl was referred to another employment preparation program.

Seven girls (33%) made no progress while in the Program and were back to "living on the streets" or in other unstable situations supported by a boyfriend, friends, or the Ministry of Human Resources. Whether these girls were involved in delinquent activities was unknown.

During the nine months of operation, GROW staff identified a number of ideas about programming effectively with these type of girls. They came to see it was necessary to:

1. develop a **strong social support system** for girls using their peers and group home parent (or guardian) and establish work groups as teams.

2. provide a variety of traditional non-threatening work activities while **slowly introducing some non-traditional work activities** that encourage responsibility-taking, achievement, and decision-making.

3. **provide close supervision** for the girls in a 3-to-1 staff-to-participant ratio; with time, slowly encourage independent work and decision-making as a precursor to a job placement. (Girls frequently did well in a closely supervised work setting but they disintegrated totally when required to work on their own without supervision).

4. **provide work activities as the main component of program activities** in order to instill self-confidence among the girls, to keep them occupied, and to carefully create opportunity for life skills education and employment "survival skills."

The program was terminated after nine months because no new funding could be obtained to continue the program. Existing funding was extended to the short-term and for demonstration purposes only.

Recommendations resulting from the evaluation are to continue the Program for a minimum 3-5 year period in order to realistically assess its efficiency and effectiveness. Other recommendations listed in Section 6.0 concern (in summary):

1. hiring of qualified staff who will model appropriate behaviour, attitudes, and social stability;

2. taking advantage of **natural opportunities** within work settings to teach good conflict resolution and decision-making;

3. **providing a variety of jobs** that vary in their degree of supervision and requirements for responsibility-taking;

4. establishing a formal and **consultative relationship with the employers;**

5. demanding **commitment and support from the parents, guardian, or group home parent** in enforcing GROW Program rules and expectations;

6. accepting new girls into the Program at specified intervals and in groups of two or more in order to simplify the Program organization and to **minimize confusion and disruption** caused by attempting to integrate a new girl into activities that have been ongoing.

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1.0 INTRODUCTION

GIRLS REALIZING OPPORTUNITIES FOR WORK (GROW) was a pilot program designed to provide young women ages 15-20, who were presently at-risk in the community, with viable interpersonal and employment skills, which would lead to a successful employment placement. GROW was a program designed and operated by the Boys and Girls Club of Victoria.

The program was implemented March 1, 1983, and operated for nine months until October 31, 1983. Funding was provided through the Canada Employment and Immigration Commission, Employment Development Branch, and the Juvenile Crime Prevention Project. (The Juvenile Crime Prevention Project is a cost-shared project of the B.C. Ministry of Attorney General and the Solicitor General of Canada.) Program planning and evaluation assistance was provided through the Juvenile Crime Prevention Project.

The GROW program was implemented to provide a resource for teenage girls who were not in school, living in unstable homes or institutional home settings, and who spend most of their time "hanging about" the streets or "sleeping off the effects of all-night partying." Not only do these girls lack the educational and vocational skills to acquire good jobs, but most of all they lack the motivational, emotional, and life skills to go about finding any kind of job and keeping it. In addition, these girls tend to be quite traditional in their attitudes towards employment and career planning. They tend not to view employment as a means of establishing financial and social independence from family, boyfriends, or the social welfare system. In fact, they tend not to desire independence. Employment to them generally means earning the minimum wage at traditional service jobs in restaurants, hotels, fast food services, or hair salons. Seldom do these girls consider non-traditional jobs such as in factories, the trades, the hi-tech computer industry, nor do they consider professional career planning.

Due to their lack of constructive activities and the general disruption in their lives, these girls frequently encounter conflict with the law and thus come to the attention of the criminal justice system. It is the belief of many that these girls would reduce their involvement in delinquent activities if they were engaged in constructive employment that increased their self-esteem and provided them with a source of legitimate income.[1]

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[1] Gardner, H. Employment Programs for Juvenile Crime Prevention: A Cause-Based Model. Ministry of Attorney General: Queen's Printer, May, 1984.

The GROW program was not designed to provide educational and vocational skill upgrading (although some of this might be provided) but rather to address the emotional, attitudinal, and life skill limitations these girls have for obtaining and/or maintaining ongoing employment.

A pilot project of nine months was implemented to test the feasibility of operating such a program for girls in the Victoria region. It was not expected that the pilot project would achieve long-term impact on large numbers of girls; although it was hoped it would effect some change in the degree to which the girls were involved in delinquent activities or "hung about" the streets.

2.0 THE PROJECT MODEL

2.1 Goals and Objectives

The **GOALS** of the program as specified by the Boys and Girls Club of Victoria were as follows:

.to develop a specific program that will provide the young women with a constructive alternative to their current known and/or potential criminal activities.

.to provide a viable work activity program for young women who want to enter the working force but who are lacking the appropriate social, work, and/or life skills

.to work closely with the business community to provide required manpower.

The general **OBJECTIVES** of the program were specified as follows:

1. to help young women experience a sense of achievement while simultaneously gathering basic work knowledge and general life skills necessary to daily living and the maintenance of successful full-time employment.

2. to introduce basic tool and technical skills.

3. to instill the work ethic of self-discipline and develop positive work habits.

4. to prepare participants for employment or further upgrading and vocational training.

5. to help graduates secure and maintain permanent employment or appropriate placements.

6. to subsequently and significantly reduce the criminal activities of participants in the program.

Program objectives specified by the sponsoring agency were translated into measurable outcome and process objectives. The **EXPECTED OUTCOMES** (objectives) for the participants in the GROW Program were determined as follows:

1. to acquire basic life skills in personal care, financial management, nutrition and health, and independent living;

2. to improve the participants' self-esteem;

3. to acquire the work ethic of self-sufficiency and independence (for themselves or the marital unit);

4. placement in a job or school program preparatory to a career goal;

5. prevention or reduction of delinquent activity.

PROCESS OBJECTIVES considered intermediary to the achievement of outcome objectives for program participants were:

1. to acquire a sense of leisure-time management;

2. to acquire decision-making skills regarding career directions and other life plans;

3. to acquire problem-solving skills in resolving any supervisory/youth conflicts encountered in job placement.

2.2 Target Population and Referral Criteria

GROW was designed to address the needs of girls between 15 and 19 years of age:

.for whom academic upgrading is unrealistic at this time;

.who have some desire to participate in the program and (preferably) have some work goal;

.who are persons "in need" or likely to become persons "in need;"

.who are at-risk of involvement in delinquent activities (to be 75% of all referrals).

2.3 Program Activities and Operational Procedures

Program **ACTIVITIES** fall into the following three general categories:

.Recreation (to involve 5% of participation time)
- .outdoor hiking, nature walks
- .jogging, swimming
- .team sports

.Life Skills (to involve 25% of participation time)
- .grooming and hygiene
- .social service systems and their use
- .health and fitness

.Job Preparation (to involve 70% of participation time)
.communication skills/interview techniques
.resume preparation, job search techniques
.work experience activities

Program activities were planned initially to be carried out in four phases. The following description is an excerpt from the Program Proposal:

1. Orientation Phase:

This section of the program is necessary to produce an awareness in the girls of the various resources available to them in both the management of their personal lives and in their preparation for employment-search and training. This phase provides the basic support system in which the following sections expand.

Concurrent with the orientation, this section provides the counsellors with the opportunity to assess the suitability of the candidate for the program. Social, cognitive, and behavioural levels of functioning are assessed at this time, to provide the counsellors with the information which is needed to individualize a training program for each participant.

Counsellors can then search for potential employment settings based on each girl's suitable career interests. Following is a list of topics to be addressed during this educational phase:

Awareness of Resource and Assessment
1. S.I.N.
2. Hygiene and Grooming
3. Nutrition and Health
4. Using the phone book
5. Transportation and Map Reading/Passports
6. Drugs/Alcohol
7. Sexuality/Sex Education
8. First Aid
9. Career Interests/Exposure to potential and traditional choices and non-traditional choices
10. Leisure self-management: Choice and alternatives re: constructive use of leisure time/volunteer experience
11. Physical Fitness
12. Housing
13. Driver's License
14. Family
15. Justice System

2. Pre-Vocational Phase:

This area of the program allows the young women to upgrade in specific areas of life skills and employment search. It provides a practical model by which the participants can utilize the knowledge of resources they gained in the first phase. The following topics will be stressed:

Determination/Problem Solving
A. Careers
B. Systems-Familiarization

1. Legal
2. Financial
3. Social
4. Educational
5. Advertising
6. Consumer
7. Employment Resources
8. Housing
9. Resumes/Job Application Forms
10. Job Search/On-the-Job Skills
11. Problem Solving in Employment
12. Videotape Feedback - "Before Tape"
13. Recreation

3. Occupational Training Phase:

The practical job-skills training is provided in this section. Participants gain experience through field trips, role play, and individualized "hands on" training, and in skills which will provide them with job experience. This phase also prepares the participants for contact with employers.

Evaluative techniques will be used to indicate pre- and post-functioning levels of employment skills. The following activities will be undertaken:

Development
1. Field trips to placements
2. Technical training - individualized employment skills training teaching the young women specific job skills leading to employment through volunteers donating their time and/or equipment to provide practical experience in traditional and non-traditional fields.
3. Work Evaluation Check List - demonstrated increased skills
4. Role play interviews and video feedback. "After tape"
5. Practice interviews
6. Independent study and job search

4. Closure Phase:

Support, placement, and liaison for both participants and employers is an integral function of the program. The closure phase ensures that successful referral, and/or placement occurs. It further ensures that success of placement is long-term and of benefit to the participants, employers, and the community.

Implementation
1. Placement
2. Follow-up
3. Termination

It was expected the girls in the program would progress through each of the phases as a group, although it was realized there would be some individual differences and that not all girls would be ready for a placement at the same time.

A major component of the overall program was the use of an incentive allowance of $10.00 a week to maintain attendance. The incentive allowance was awarded on the basis of points earned for each day in five areas: dependability, attendance, effort, responsibility, and behaviour. Definition of each of these dimensions is in Appendix G.

2.4 Staffing and Other Resources

a) Staff

The program employed three staff: a supervisor and two child care workers. It was expected the ratio of youth to staff would be approximately 3:1. The preferred qualifications of each of the staff are described as follows:

Supervisor:
1. administrative ability
   -supervisor of staff
   -budget preparation and control
   -good writing and communication skills
2. minimum three years experience working with at-risk youth (preferably involving life skills experience)
3. assessment skills
4. working knowledge of the Victoria labour market
5. class 4 driver's licence

Child Care Workers (2):
1. preference for previous experience working with 'at-risk' youth
2. good communication skills

3. working knowledge of Victoria labour market
4. one worker to have practical experience and knowledge of how to use and instruct in the use of various hand tools and other equipment
5. class 4 driver's license

(The job descriptions are available in Appendix A.)

b) Funding

Funding resources for the program consisted of:

.$29,140 from Canada Employment Development Branch.
.$15,000 from the B.C. Juvenile Crime Prevention Project.
.$5,000 from Victoria Boys and Girls Club.

c) Facilities, Equipment, and Supplies

Project funds paid for the rent of an office and meeting centre for the program. This was a 500-square foot apartment composed of one large room (used as the general area), an office, and a second room used as a quiet study area. (The first part of the actual program involved construction, drywalling, and painting of this second room).

A van was made available to the program from the Boys and Girls Club.

Furniture and other supplies were donated.

2.5 Management

The GROW Program was to be managed by the Boys and Girls Club of Victoria through an Advisory Committee. The Advisory Committee was to meet once a month to monitor program directions and provide pertinent feedback, support, and resources. The committee would be composed of a representative from:

.Canada Employment Development Branch
.The Ministry of Attorney General
.Ministry of Human Resources
.Camosun College
.Boys and Girls Club Board
.Chamber of Commerce
.Ministry of Labour
.City of Victoria Council
.Community Business Women

Day-to-day operational management was to be provided through Ralph Hembruff, Coordinator of Special Services, Boys and Girls Club, Victoria.

3.0 MONITORING AND EVALUATION PLAN

3.1 Purpose of Evaluation

The purpose for evaluation of the GROW Program was:

1. to satisfy the demonstration project funding requirements of the British Columbia Ministry of Attorney General and the Solicitor General of Canada Juvenile Crime Prevention Project in their search for effective juvenile crime prevention models;

2. to determine whether this type of program is an appropriate and effective strategy to meet the needs of 'at risk' juvenile girls;

3. to provide documentation on the effectiveness of the program to submit to the Ministry of Human Resources and other funders in support of a request for ongoing core funding.

3.2 The Evaluation Tasks

In order to meet these goals and determine whether the GROW Program was successfully meeting the needs of 'girls' in the Program and successfully preventing or reducing juvenile crime, five tasks were to be carried out:

1. Program Model Design
   Design of the program model in terms of the objectives, criteria, and services to be delivered in order to identify juvenile girls 16 and 17 years old, who are 'at risk' for involvement in delinquent activities and to address the needs of these girls and others between 16 and 19 years of age who are unemployable and unable to be self-sufficient.

2. Monitoring
   Monitoring the daily operations of GROW to determine whether it is operating in accordance with the planned program model.

3. Process and Outcome Assessment
   Assessment of the impact of the program activities on the girls in the Program in terms of specific process objectives and specific expected outcomes (objectives) as specified in the Program model.

4. Community Satisfaction
   Assessment of community support and knowledge on the GROW Program and identification of any community factors hindering the operational efficiency and effectiveness of this Program.

(Community is defined as police, social service agencies, and citizen groups).

5. Management Issues
Assessment of the Program administration and ongoing management of Program services to identify factors particularly effective in promoting Program success and factors that hinder operational efficiency and effectiveness.

Due to time constraints and lack of funds, the comprehensive assessment of community satisfaction with the GROW Program was not undertaken.

3.3 Data Collection Methods

Initial design of the program model was prepared by the staff of the Victoria Boys and Girls Club. Refinement of program objectives was achieved with input from the evaluator and director of the B.C. Juvenile Crime Prevention Project.

Program staff were required to record information on the operations of the Project and to note the participation of girls in various work and educational activities. The GROW Program supervisor obtained information on individual girls participating in the program by means of a referral letter from the social agencies, an intact information sheet, and an employment application (see Appendix F). Specific information collected and procedures are outlined in the Program Evaluation Plan (Appendix B).

A before/after research design was employed to determine achievement of the five outcome objectives. Assessments at entry and termination were taken on the life skills checklist, social self-esteem checklist, and work ethic questionnaire (see Appendices C, D, and E). (An intended six-month follow-up assessment was not completed due to the termination of the GROW Program.)

In addition, information was collected on:

1. changes in involvement by the girls in delinquent activities prior to and subsequent to the Program.

2. job placements as a result of participation in the Program.

3. return to school as a result of participation in the Program.

The program supervisor was responsible for all assessments on girls in the program at entry and termination. However, assessments were frequently not completed on girls who stayed with the program only a week or two.

It must be cautioned that while changes on these factors is important for each of the girls in the Program, it cannot be established that changes observed are a direct consequence of participation in the GROW Program. Factors such as maturation, family members, or a boyfriend could be responsible for changes in the girls.

In addition, achievement of the intermediate objectives was assessed through collection of information on:

1. the proportion of time spent by the girls in appropriate leisure-time activity on weekends through an analysis of logbooks kept by each girl on their weekend activities.

2. the number of times each girl engaged in planning and decision-making about life goals in conversation with a program staff.

3. staff rating on the effectiveness of each decision-making incidence.

4. the number of times each girl encountered a conflict with a supervisor or fellow employee on the job (as reported to and recorded by program staff).

5. staff rating on the appropriateness of the resolution of each conflict situation.

Recording of leisure-time activities was self-reported by each girl in logbooks. Thus, the accuracy of this information cannot be determined. Frequently, the girls neglected to fully record their activities.

Information on conflicts and incidences of decision-making was dependent on self-reports from each girl to program staff. Staff recorded each incidence and made an assessment on the appropriateness of conflict resolution or the quality of the decision-making. Accuracy of this information was dependent on the willingness of the girls to talk to program staff.

Assessment of the operation and management difficulties or changes in the program were made through on-site visits by the program evaluator and the director of the Juvenile Crime Prevention Project, and through interviews with program staff and the Boys and Girls Club Special Services Coordinator. Also, minutes of the Advisory Board meetings were examined closely.

No comprehensive assessment of the social service community was undertaken given the short duration of the program and the limitations of the evaluation study. However, telephone interviews were conducted by the evaluator with two social workers from the Ministry of Human Resources who had made several referrals to the program. No formal interview procedure was followed. These individuals were simply asked for their assessment of the GROW Program. Further information on community satisfaction was provided through a letter of reference provided by a social worker from Child Resources West, a community-based social service organization.

4.0 FINDINGS

4.1 Characteristics of Participants

a) Source and Volume of Referral

Forty-eight girls were referred to the GROW Program between January and July, 1983. As can be seen from Table 1, 21 (44%) of the 48 referrals were interviewed and accepted into the program. A large number of youths were not interested at allin the program. However, if they displayed enough interest to show up for the interview, most of the girls (21 of 23, 91%) decided to participate.

TABLE 1

Outcome of Youth Referral to GROW

Interviewed and Youth accepted entering program	21
Youth not interested/no interview	14
Youth no show after interview	2
Accepted into other program	6
Arrested/in jail/juvenile detention	3
Moved	2
Total Referrals	48

Fifteen (71%) of the girls who participated in the GROW Program were referred by MHR; four (19%) were referred by Probation. Of the remaining two referrals, one was a self-referral and the other was from a community agency.

b) Age and Delinquency Status of Participants

Table 2 shows the age and delinquency status of girls participating in the GROW Program. The girls ranged in ages from 15-19 years; only 9 (43%) were juveniles under 17 years, and the rest were legally adults over 17 years old. Thirteen girls (62%) had a prior background of delinquent activity. Typically this involved theft charges and drug trafficking. One girl had been charged with assault and obstructing justice.

TABLE 2

Age and Delinquency History of GROW Participants

	Prior Delinquent History	No Delinquent History	Total
15	2	0	2
16	4	3	7
17	4	3	7
18	3	0	3
19	0	1	1
Total	13 (62%)	8 (38%)	21

c) Living Arrangement and Stability

As can be seen in Table 3, 12 of the 21 girls (57%) were in unstable living arrangements; that is, the youth had moved from a number of places over the past couple of years and was likely to move again for various reasons. Almost all of the girls were living in places other than with a father and/or mother. Many families of these girls were problematic and known to MHR. Often other children from the family had been placed in care. Alcoholism was common. Two girls were known to have been sexually abused in the home. Three of the girls had become pregnant and had abortions.

TABLE 3

Present Living Arrangement While in Program and Assessment of Long-Term Stability of Environment

	Considered Stable Living Arrangement	Living Arrangement Changing Constantly	Total
Mother & Father	1	1	2
Mother Only	3	2	5
Group Home	2	0	2
Foster Home	2	0	2
Room and Board	1	1	2
Boyfriend or Friends	0	4	4
Unknown Information	0	4	4
Total	9	12	21

During the past two to three years these girls had typically moved in and out of their family home, foster home, group home, or were living on the street for short periods. They frequently experienced crisis after crisis; many having come into conflict with the law. Typically, school attendance was irregular or non-existent.

d) Pre-Participation Assessment

The girls participating in the GROW Program were assessed on three scales: social self-esteem (Appendix C), work ethic attitudes (Appendix D), and life skills (Appendix E). The SELF-ESTEEM scale contained 20 items of the following type in which answers ranged in a scale from one to five:

Example Questions:

7. how often do you feel you dislike yourself?

13. when you talk in front of a group of people ef your own age, how pleased are you with your performance?

Fourteen girls were tested. (Seven girls were not tested because they quit the program before assessments could be conducted). The average score was 65.7 out of a maximum score of 100, but performance ranged from 41-87. Scores above 60 would indicate positive response to the self-esteem questions; the higher the score the more positive the attitudes and the indivdual's perception of her abilities and self-worth in social situations. Only three girls (21%) had scores below 60 but many were in the 60-70 range meaning the girls had a mixture of positive and negative feelings about themselves.

The WORK ETHIC scale consisted of 26 sentence completion type questions scored 0-not appropriate, 1-somewhat appropriate and 2-definitely appropriate. Questions were of the following type:

Example Questions:

7. when I am tired in the morning on a work day, I usually ...

16. If the government pays me too much on a welfare cheque, I ...

17. If I was late for work, I ...

The average score was 40.2 out of a maximum score of 52, and scores ranged from 27-52. Scores above 26 would indicate somewhat appropriate work ethic attitudes and all girls scored above this limit. To some extent, these scores reflect pre-screening by the referral agencies. These agencies generally referred only girls they felt had an

attitude conducive toward job preparation training and employment.

TABLE 4

Assessment of Girls Participating in GROW Program

	Self-Esteem Scale (n=14)	Work Ethics Attitudes (n=14)	Life Skills (n=12)
Maximum Score	100	52	88
No. of Questions	20	26	22
Average Score	65.7	40.2	54.5
Range of Scores	41-87	27-52	33-76
Median Score	67	41	55

The LIFE SKILLS Checklist consisted of 22 items dealing with the person's knowledge, ability, or behaviour in the areas of personal hygiene, nutrition, health, physical appearance, financial management, and independent living. The behaviour and/or skills were rated on a 1-4 scale.

The average score for the 12 girls tested was 54.5 out of a maximum score of 88. Scores ranged from 33-76. Scores above 55 would indicate a reasonable level of life skill abilities. Five girls (52%) were above this level.

It is apparent from these assessments the girls in the GROW Program were reasonably aware of appropriate work ethics and they were reasonably confident in social situations (although they may not always make use them in a work setting and all had some doubts as to their abilities to perform in group settings). However, some of the girls did appear to be deficient in many life skill abilities that would have made their lives more stable, more predictable, and more financially secure.

4.2 Program Activities and Operational Procedures

Table 5 provides a list of the activities of girls in the GROW Program. As can be seen from this breakdown, recreational, life skill, and occupational activities were to occurr in varying proportions on an ongoing basis each month. They did not occur in phases as planned, with the girls engaged in social and recreational activities in the beginning followed by a life-skills, pre-vocational phase, and then placement of the girls in occupational activities.

The Program workers discovered that in order to maintain interest and motivation of the girls, they needed to be engaged in occupational activities from the beginning. This was at variance from the proposed program model which stipulated work activities would occur only after a period of life skill education. From March to August, this involved 71%, 91%, 82%, 80%, 92%, and 32% of their total time in the Program. For the months May through July, this proportion of time was higher than intended (70%). During the month of August, the proportion of time spent on work activities was much less than planned. This was to be expected because the Program was "winding down" and job solicitation had ceased. In lieu of job activities, the girls in the Program went on a week-long camping trip during the last week in August.

Jobs were varied from domestic jobs to gardening and construction jobs. Gardening and painting (exterior and interior walls) wer an ongoing major job activity. The girls generally worked as a group in one or two teams, as they appeared to need the social support of the other girls. The girls found it very difficult to work independently on a task assignment, even if it was just one part of a larger project.

Group projects were necessary because of transportation problems. A 15-passenger van from the Boys and Girls Club was available between 9 a.m. and 4 p.m. each weekday.

Jobs for the girls were obtained through word-of-mouth and from advertising undertaken by the Boys and Girls Club. Continuous ongoing supervision was provided by one or two Program workers for every job activity. The girls never worked on their own without close supervision.

Program workers found the girls had only a limited tolerance for classroom-type lessons in life skills. Time spent in life skills training involved only 8-12 hours per month (approximately 6% of the participant's time). This was much less than the intended 25% of time to be spent on life skills activities.

Staff did not follow the list of life skill activities outlined in the program model. They found it better to undertake the life skills training in response to a particular demand from the girls or when a need surfaced in response to a problem. For example, a presentation on birth control became appropriate at a time when two girls believed they were pregnant and another girl was contemplating marriage.

In addition to formal life skills presentations or lessons, life skills training also occurred on an informal basis while the girls were engaged in a job activity. For example, hygiene was stressed and taught as a component of the banquet preparation and baking jobs. Thus, life skill education activities were of an ad-hoc nature implemented upon the interests and skills of the staff or at requests by the girls, rather than according to a prescribed plan of what the girls needed.

Program workers found the girls in the Program had little interest in recreational activities on an ongoing basis. They most appreciated the recreational events if they were used as an "end of a job" reward for work well done. Time spent in recreational activities generally varied from 8-14 hours per month, approximately 8% of the participation time. The month of April was low (3 hours) because the girls were involved in a large construction project and the month of August was high (137 hours) because the girls went on a week-long camping trip.

TABLE 5

Program Activities by Month and Type for GROW Participants

Types of Activities	Hours Spent					
	Mar	Apr	May	Jun	Jul	Aug
Recreational Activities						
1. Trip to Beach	4	–	–	–	–	–
2. Greenhouse Tour	4	–	–	–	–	–
3. Swimming	–	3	7	–	4	4
4. Trip to Museum	–	–	3	4	–	–
5. Self-Defense	–	–	4	–	–	–
6. Sports Day	–	–	–	8	–	–
7. Trip to Art Gallery and Film	–	–	–	–	4	–
8. Picnic	–	–	–	–	–	1
9. Camping Plans	–	–	–	–	–	4
10. Camping	–	–	–	–	–	120 (5 days)
11. Horseback riding	–	–	–	–	–	8
	8 (12%)	3 (4%)	14 (10%)	12 (8%)	8 (4%)	137 (64%)
Life Skill Activities						
1. Scavenger hunt	3	–	–	–	–	–
2. Birth Control Presentation	8	–	–	–	–	–
3. Choices Presentation (career & life)	–	–	4	4	–	–
4. Choices Put Into Practice (research & feedback)	–	–	8	8	–	–
5. Sexual Assault Presentation	–	–	–	8	–	–
6. Life Skills - interpersonal relations, assignments	–	–	–	–	8	8
7. Filming & Interviewing	–	4	–	–	–	–
	11 (16%)	4 (5%)	12 (8%)	8 (6%)	8 (4%)	8 (4%)

Types of Activities	Hours Spent					
	Mar	Apr	May	Jun	Jul	Aug
Occupational Activities						
1. Yard Cleaning & Weeding	8	2	4	–	–	–
2. Baking	8	–	–	–	–	–
3. Serving Goods, Banquets, Concession Stands, etc.	8	–	–	3	6	–
4. Tree Planting	16	8	–	–	–	–
5. Wallbuilding	8	30	–	–	–	–
6. Oil Change on Car	–	4	–	–	–	–
7. Gardening	–	8	96	16	4	8
8. Painting	–	24	–	56	60	8
9. Building Sports Supplies	–	–	8	–	–	–
10. Banquet Preparation	–	–	8	–	–	–
11. Carpentry	–	–	–	8	16	–
12. Work at Fair	–	–	–	16	–	–
13. Drywalling	–	–	–	20	8	24
14. House Chores	–	–	–	4	8	–
15. Cake Decorating	–	–	–	4	–	–
16. Fence Building	–	–	–	–	52	–
17. House Packing	–	–	–	–	8	16
18. Ceramics	–	–	–	–	10	–
19. Garbage Disposal	–	–	–	–	–	12
Total	48 (71%)	76 (91%)	116 (82%)	127 (86%)	172 (92%)	68 (32%)
TOTAL ALL ACTIVITIES	67 (100%)	83 (100%)	142 (100%)	147 (100%)	188 (100%)	213 (100%)

Girls were accepted into the Program at any time, thus there was a continuous process of seeking referrals, conducting interviews and assessments, and then trying to integrate the new girl into the job and life skill activities of the Program. Frequently the integration process was too demanding. New participants frequently missed the classes or life-skills training sessions conducted earlier for the first group of referrals.

Intake generally involved the following process:

1. referral from MHR, Probation, or other community agency;
2. interview with youth;
3. information gathering (job application, referral letter. See Appendix F);
4. assessment of youth on self-esteem, life skills and work ethics for girls who remained in the Program more than a week or two (Appendices C, D, and E);

5. placement on a Program work team;
6. assessment of career interests and abilities.

The referral agency or the girl were required to provide information about her employment experiences, schooling, skill deficiencies, family background, living arrangement, and conflicts with the law. The participant was required to sign an agreement of conformity to the rules of the Program on attendance, punctuality, appropriate dress, calling in, earning the incentive allowance, and use of drugs (Appendix F).

Program staff kept detailed records on the girls' performances in the Program and their level of participation. The girls kept a logbook of their personal lives and thinking. The purpose of this logbook was to keep track of changes experienced by the girls and to help make them be more aware of the pattern of their lives so that they would start to make better personal and career choices.

Girls were paid an incentive allowance of up to $10 per day based on their participation in Program activities. Payment was made every two weeks. The incentive allowance was awarded on the basis of points earned for each day in five areas: dependability, attendance, effort, responsibility, and behaviour. Participants could earn a maximum of twenty points each day (four per area), earning $.50 per point. A bonus of $10.00 was awarded for perfect attendance in the preceeding two-week period. (Forms and criteria for awarding points are in Appendix G.)

Placement of a girl on a job or apprenticeship course in the 'real work place' could occur at any time during the Program, depending on the counsellor's judgment of the girl's readiness and abilities.

4.3 Degree of Youth Participation in Program

Four of the 21 girls (19%) were terminated within three weeks of entering the Program. In these cases, attendance had been poor, usually without reasonable cause. Average percent attendance for these short-term participants was 40.6%.

An additional six girls (29%) were in the Program one to three months (4-12 weeks). Attendance was moderate to good. When absences occurred, it was usually without reasonable cause. Average percent attendance for these intermediate-term participants was 82.2 percent.

Eleven girls (52%) had been in the Program three to seven months (15-28 weeks). Attendance was good for most of these girls. Absenteeism occurred for both reasonable and unreasonable cause. The average percent attendance for

these long-term participants was 73.1 percent. Appendix H containes information for each participant on the start-up date, number of weeks attendance, percent attendance, and percent absenteeism without cause.

4.4 Impact of Program on Participant

Table 6 contains information for each participant on their areas of deficiencies, their level of attendance, their type of work experiences, and their percent participation in life skill activities relative to the total number of activities planned.

TABLE 6
Relationship Between Deficiencies, Attendance, and Program Experiences for Individual Participants

I.D.#	Assessment Deficiencies in Life Skills Self-Esteem or Work Ethic Attitudes	Attendance	Work Experience G,D,P,C*	Work Experience Other	% Participation in Life Skills Sessions
1	slightly deficient in all areas	good	none	Floral Decorating	26%
2	poor self-esteem	fair	some	Phone Reception	57%
3	poor self-esteem poor work ethics	fair	some	farming	48%
4	unknown	very poor	none	none	none
5	unknown	poor	none	none	none
6	unknown	poor	none	none	none
7	unknown	fair	none	none	none
8	very poor life skills	good	yes	none	22%
9	poor life skills	fair	some	day care	42%
10	poor all areas	good	yes	secretarial	great deal
11	poor self-esteem	good	yes	aesthetician	35%
12	poor all areas	fair	yes	house clean	26%
13	poor life skills	good	yes	banquet prep.	48%
14	slightly deficient in all areas	good	yes	nursing home	great deal
15	unknown	good	yes	none	26%
16	mentally handicapped	very good	none	none	none
17	poor all areas	good	yes	house clean	39%
18	slightly deficient in all areas	very good	yes	food catering handicapped	unk**
19	poor all areas	good	yes	none	unk**
20	very poor self-esteem, poor other areas	good	yes	house packing	30%
21	unknown	very good	yes	none	22%

*G: gardening; D: drywalling; P: painting; C: carpentry.
**exact information not available.

a) Participant Work Experience and Life Skill Education

An examination was made on work experiences and life skill education sessions by specific girls to see if they were related to areas in which they were most deficient. As can be seen in Table 6, there does not appear to be a strong tendency for those girls deficient in life skills to participate much in the life skills education sessions. About half the girls assessed as deficient in various life skills participated in only half of the life skills education sessions (100% participation was not possible as many of the life skills training were provided on an individual basis and were not available for all girls).

Most of the girls low in self-esteem participated in the group gardening, dry walling, painting, and carpentry activities. Group work experience may be particularly helpful in bolstering the girl's confidence and sense of self-worth in a social setting.

b) Decision-Making Skills

Counsellors kept notes on the number of times the participants were faced with major decision-making. They were rated on how well they were able to make personal and job decisions according to the following scale:

denies/refuses to make decision	labels it, but doesn't make good decision	makes decision but for immediate needs	deliberates a long time but attempts de-solution	makes good decision easily
1	2	3	4	5

All girls seemed to have faced at least two decision-making situations each month while in the Program. However, there was very little improvement in the girls' decision-making skills during this time in the Program. Most decision-making was at level 2. They could identify the problem but not solve it. This was to be expected as the length of time in the Program had been short and there was insufficient time spent on teaching the girls good decision-making skills.

Of eleven girls who had been in the Program more than three months, only five (participants Numbers 10, 12, 13, 1 and 11) showed some improvement from level 2 decision-making to level 3, 4, or 5 decision-making.

Initially, work within the Program to improve decision-making skills was emphasized by one of the counsellors. Ill-health of this counsellor and the prospects of an early termination of the Program resulted in little attention to this area towards the end of the Program.

c) Conflict-Resolution Skills

Program participants were scored on the number of times they encountered major conflicts in work or personal situations and they were rated according to their ability to resolve the conflict:

Blow-up Quits job	Says nothing but simmers unhappily	Tries to deny problem	Recognizes conflict tries to resolve but awkward	Resolves conflict successfully no bad feelings
1	2	3	4	5

It was a major assumption of the Program that in order for good decision-making to take place, it was necessary to teach the girls to control their reactions to situations of conflict in their personal lives or at their work setting.

Most of the girls appeared to have encountered at least one conflict with co-workers or their supervisor while in a job situation. In most cases, the girl simply said nothing about the conflict and simmered unhappily. Occasionally some would simply deny a conflict ever occurred.

Only one girl showed any ability to resolve conflicts reasonably but was totally inconsistent; sometimes handling conflicts well and at other times "blowing up" and "quitting the job."

This lack of success in improving conflict-resolution skills likely explains the generally poor decision-making that occurred among the girls.

d) Use of Leisure Time

Through counsellor evaluations and an examination of the girls' leisure time log book, an assessment was made on the percentage of leisure time spent in appropriate leisure time activities such as recreational activities, and reading. This was contrasted with inappropriate activities such as getting drunk, sleeping all day, or fighting with boyfriends.

For three of the eleven girls (for which data were available), there was an increase in the percentage of leisure time spent in appropriate activities. Generally this involved a reduction in all-night partying and drinking with more time spent in recreational or daytime social activities.

At least four girls remained at the 60-70% level of appropriate activities during their time in the Program.

The remaining four girls either increased their inappropriate activities over time in the Program or they were "up and down." There was a direct connection between the girls acting-out and self-destructive leisure time activities and the stresses they were experiencing. Several of the girls were in disintegrating living situations. Two had become pregnant. Fighting with boyfriends or visiting a boyfriend in jail was a common theme in many of the girls log books.

Given the lack of financial stability for the GROW Program and its short duration, it may have been unrealistic to expect the Program to effect a large stabilizing influence over the girls' personal lives.

e) Reason for Termination

Table 7 provides a list of the reasons for which the girls were terminated from the GROW Program. As can be seen from this list, 7 of the 21 girls (33%) terminated for negative reasons; their attendance became poor and their attitude was unmotivated. Some of the girls may have had good attendance at the beginning, but for some reason stopped attending.

TABLE 7

Reasons for Termination from Program

Continued to end of Program	4
Returned to school	3
Took a Job (one known later to be fired)	4
Poor attendance or quit	7
Moved	1
Referred to another program	2
Total Participants	21

Of the remaining participants, four girls (19%) were either placed in jobs or found one on their own. Two girls were referred to Goodwill, an employment training program in Victoria for emotionally, physically, or mentally-handicapped youths. Three girls returned to school and one

youth moved with intentions of entering the school system in her new place of residence.

Of the four youths who completed the GROW Program, two got jobs (on their own initiative) and two moved out of their group homes into an apartment together (assistance provided through the Ministry of Human Resources).

From these statistics, it would appear the only girls who achieved or were making progress towards some level of independence were those who found a job or decided to go back to school. This was a total of nine girls (43%). Most of the jobs, however, were part-time or temporary. One girl was fired for poor performance and for not showing up to work. The remaining twelve girls are in the same situations they were in prior to the Program (i.e. living on the streets), supported by MHR, or they were placed in another program. These girls appear to need major involvement in a long-term program if they are going to make the transition from dysfunctional living to independent living and holding a job.

4.5 Operational Problems

A number of problems were encountered during the operation of the GROW Program. (A few of them have already been touched on previously in this report, but will be discussed more fully in this section).

1. Acquiring qualified staff

   Due to the funding constraints of the Canada Employment Development Grant, salaries available for the counselling staff were low. This made it difficult to acquire qualified staff. In the first two months of operation, three workers hired for the GROW Program either quit or had to be replaced. With the additional funding provided through the B.C. Juvenile Crime Prevention Project, it became possible to offer more attractive salaries. Thus, three qualified workers were finally obtained in early May that stayed to the end of the Program. These difficulties slowed the process of implementing a Program that already had a short life. In addition, while staff appeared to be qualified on paper, later problems developed with one staff person in terms of her emotional stability and appropriate role modeling. Another Program staff became pregnant and was ill during much of the later months which affected her ability to participate in recreational and work projects. However, she attempted to make up for this by spending time in one-to-one counselling.

2. Adequate Transportation

According to program staff, transporting the girls to work sites was a continuous problem. While one 15-passenger bus was available from the Boys and Girls Club, it was only free between 9:00 a.m. and 3:30 p.m. thus limiting how far the girls could go or special trips they might want to take. Since no other transportation existed, the girls generally had to work together as one large team on a job. (It should be noted that the use of public buses might have been more fully explored, both as a means of transportation and as an opportunity to learn a life skill.)

3. Appropriateness of Referrals

Obtaining appropriate referrals for the GROW Program was a continuous problem. Program staff felt disturbed and mentally handicapped girls were sent frequently to the Program as a last resort effort because no other resources for adolescent girls were available. A great percentage of referrals made to the Program resulted in a refusal from the youth or the referral be turned down because the youth had gotten into further trouble with the law. Thus, a tremendous amount of time went into seeking referrals, talking with referral agencies, and sometimes carrying out a full assessment without it materializing into an ongoing Program participant.

4. Continuous Intake Process

The process of taking in youths at any point in time had the negative repercussions of creating confusion over the integration of a new girl into the Program and into activities or work projects that were ongoing. At times, the girls already in the Program found it difficult to accept the new girl, or vice versa. In addition, the new girl often missed training or education sessions that the other girls had received much earlier.

5. Inappropriate Life Skills Training Procedures

The girls had a low tolerance for formalized life skills education; they tended to associate these types of classroom experiences with alternative schools. Thus, it became necessary to integrate the life skills education into the work activities of the girls. Staff generally tried to respond to the opportunity of the "teachable moments" but this was not carried out, nor planned for as well as it could have been. Life skill activities thus tended to occur on an ad-hoc basis at the request of a girl or because of an interest by a

staff member. No effort was made to plan life skill education within 'natural opportunites' which met the deficiencies of individual girls.

6. Program Monitoring and Data Collection Demands

Program workers found that the heavy commitment to program monitoring frequently interfered with the quality of service delivery. Many of the youths were in the Program for too short a period to obtain accurate statistics. (Despite this, given the demonstration nature of the Program, it was considered necessary to attempt to document fully the development and activities of the Program.)

7. Instability of Living Situations of Girls

Lack of support from parents, group home leaders (and sometimes the MHR worker) and instability of home living situations undermined the effectiveness of the GROW Program. Program workers found it very difficult to instill self-disciplining work habits (such as coming to work on time) when the girl was in and out of the home and living with a boyfriend or living on the streets. It may be that this type of program is inappropriate until the youth has been placed in a more stable living arrangement

8. Lack of Funds for Special Needs of Girls

The Program lacked funds to meet the needs of some of the girls as they were entering a work employment setting. For example, one girl needed an alarm clock so she could get up on time for work. Money for haircuts and suitable clothes for interviews was frequently needed.

Funds were also needed for clothes and equipment needed for the Program jobs (e.g. workboots, gloves, hairnets, etc.).

9. Need for a a Variety of Jobs

The Program workers found that a variety of Program jobs were required. Many girls found the non-traditional jobs to be very threatening and demanding. Thus, some traditional jobs of waitressing, food preparation, house cleaning were needed.

Job projects were needed that permitted some girls to perform a simple task under supervision while permitting other girls to take responsibility, challenge a new task, and work for longer periods of time without constant supervision.

Job projects were needed that provide a realistic approximation to the demands of a "real work setting."

10. The Unrealistic Program Length

Progress with most of the girls was severely limited by the termination of the Program after nine months. The uncertain funding situation created a sense of Program instability that was passed on to the girls. It is clear that given this limited time frame, the expectations of the Program were unrealistic. A program of this type should not be attempted without long-term (two to three years) secured funding.

11. Poor Timing for Program Start: Spring/Summer

Program workers struggled repeatedly with the problem of developing a commitment in the girls to work during the summer while all their friends were out of school and having fun. A start-up date in September would have been more appropriate.

12. Ad-Hoc Changes to Program Model without Clear Planning and Evaluation

The Program model underwent numerous modifications as it encountered difficulty after difficulty. Most of these changes were based on the feedback of programming information that a procedure or type of activity was not working. However, frequently the changes were instituted on an ad-hoc trial-and-error basis without careful evaluatin of why the original plans had not worked, and on what were the needs of the target population. For example, when the girls resisted the non-traditional work activities, the traditional work activities for women were instituted without careful thinking on whether this was good for these girls. More thought was needed on how to teach the girls to "grow" from reliance on traditional, subservient work activities to career-oriented non-traditional work activities.

13. No Theoretical Rationale Underlying Program

The GROW Program lacked a theoretical rationale for linking the program activities to the resolution of problems experienced by this particular target population. Thus, when program activities or procedures did not work, there was no basis for evaluating or for making modifications.

4.6 Program Cost

The Program operating cost for nine months was $46,837.22. This was offset by $1407.01 received for jobs taken on by the girls in the GROW Program. The breakdown of Program costs and sources of revenue is shown in Table 8.

TABLE 8

Program Start-Up Costs and Revenue

Category	CCDP	A/G Dept.	Productive Income	Total
Income:	$29,023.20	$15,000.00	$1,407.01	$45,430.21
Expenses:				
Wages:				
Project Mgr.	11,563.20	1,141.80	--	12,705.00
Other employees	12,040.00	5,310.00		17,350.00
CPP	357.40	136.54		493.94
UIC	760.71	211.12		971.83
Vacation Pay	944.13	258.07		1,202.20
Rental of Premises		2,400.00	300.00	2,700.00
Equip.Rental			400.00	
Transportation & Travel Expenses	660.78	555.72		1,216.50
Materials & Supplies	2,665.75	7.82	597.55	3,271.12
Telephone	31.23	425.03	9.25	465.51
Insurance (not WCB)		54.72		54.72
Misc.				
Incentive Pmt. to Participants		4,499.18	100.21	4,599.39
Total Expenses	**$29,023.20**	**$15,000.00**	**$1,407.01**	**$45,430.21**
Workers Compensation Expenses at $.50 per $100.00:	$ 118.02	$ 32.26	--	$ 150.28

Other indirect expenses were assumed by the Boys and Girls Club. This included:

- -use of the club van for transportation
- -secretarial support
- -accounting
- -bookkeeping/audit

The Coordinator of Special Services spent approximately 40% of his time on this Program during its term of operation. The Boys and Girls Club feel that if the Program is to become a fully-staffed, self-sustaining entity. It is estimated that approximately 10-15% of an over-seeing supervisor's salary should be built into the budget with monies for other services listed above, under Indirect Costs.

At a cost of $45,430.21 for 21 participants, the direct cost per participant was approximately $2163. If the indirect costs are added in, this figure would be even higher. The Program is highly staff intensive and this accounts for the greatest proportion of costs.

5.0 COMMUNITY AND AGENCY SATISFACTION WITH GROW

According to Program staff and an interview with two MHR social workers, community and agency support for the GROW Program was excellent. All recognized there were very few resources available for problematic girls who cannot be contained in school.

According to Program staff, individual social workers varied in their support for the Program. Some were excellent, provided considerable support and setting rules to back up GROW staff in keeping the youth in the Program. Staff reported other social workers (particularly some group home parents) were "terrible," allowing the youth to do whatever they pleased and not supporting the GROW staff when discipline procedures were enacted.

One social worker from the Ministry of Human Resources interviewed by the evaluator provided the following comments:

> "the program was excellent...they were tough...enforced expectations...kids knew what they had to do...[The Program] demanded work performance."

According to this social worker, one youth, referred to the GROW Program under duress, had acquired a sense of independence and responsibility. This girl acquired a job as a result of the GROW Program and was now totally financially independent and off social assistance. This girl had previously supported herself on social assistance and by living with older men.

The social worker reported she had at least four girls who needed to be referred to a Program of this nature.

A letter of support for the Program was provided by another social worker with Child Resources West (Appendix I). In this letter, strong support for the Program and a desire for its continuation was expressed.

No objective and comprehensive assessment of community satisfaction and referral agency attitudes was undertaken by the evaluator due to time restraints and the short duration of the program.

6.0 CONCLUSION AND RECOMMENDATIONS

In conclusion, the GROW Program made a promising beginning at developing a work-oriented program for socially-problematic and delinquent girls 16-19 years of age. (Under the new Young Offender Act regulations (to be implemented April 1, 1985), over 75% of the girls would be legally juveniles). In the past, work programs had typically been oriented to boys but in recent times, there had been more of a need expressed for employment preparation and life skill training among girls.

In Victoria, large numbers of girls were perceived to be in serious social or legal trouble, living in very unstable home situations, group homes, or on-and-off the streets. The GROW (Girls Realizing Opportunities for Work) Program was perceived as a means by which to stabilize the girls, to teach them life and employment-readiness skills to enable them to get and keep a job, to instill a greater sense of self-worth and better life decision-making, to promote self-determination and independence in their lives, and subsequently to reduce their involvement in criminal activities.

Designing, establishing, and testing a program such as this within nine months was a difficult task and many of the Program expectations were unrealistic. The purpose of this development phase was to identify the important elements of a work program for girls and to isolate factors that both facilitate or impede success. During its nine months of operation, the GROW Program staff and their sponsor, the Boys and Girls Club of Victoria, have provided some insight into the nature of a work program for girls, although they by no means were able to develop a complete operational program model.

The Boys and Girls Club established there was a strong need for such a program; the program received a total of 48 referrals over six months and accepted 21 into the Program.

Many of these referrals, however, were inappropriate and the Program found it difficult to find suitable candidates. It is uncertain whether this was a problem of referral agencies not understanding or appreciating the program or whether there were few girls available who needed this type of program. It may be that the problem adolescent girls in Victoria needed a different type of program.

The referring agencies (principally, the Ministry of Attorney General and the Ministry of Human Resources) supported the Program strongly. Representatives of these agencies participated on the advisory board. Several social workers or probation officers each referred two or three girls over the summer months.

Secondly, they succeeded at maintaining participant motivation and commitment to the Program as reflected in their attendance patterns. Only four girls (19%) "dropped-out" within the first three weeks. The remaining girls stayed in the Program 1-7 months (over 50% for 3-7 months). Except for the girls who dropped out immediately, attendance was better than 75%. Initially, absenteeism occurred without cause but with time (particularly for girls who stayed in the Program until the end), absenteeism occurred for reasonable causes (such as arranging a move into a stable living situation, registering at school, getting a haircut for a job interview, etc.). Good attendance and commitment to the Program has been attributed by Program staff to the use of the "incentive allowance," the development of a strong peer support group, and by providing interesting but non-threatening work activities. While this was a positive feature of the Program, the disadvantage of this was that some of the girls were ill-equipped to deal with the stress of a 'real' job in which 'bosses' made demands and they had no peer support group.

Considering the poor timing of the project (spring and summer), the Program did well to maintain such high attendance. Originally, it had been intended the Program would process the girls in stages from recreational activities and life-skills training, to pre-vocational work activities and, finally, placement in a job setting. Program staff quickly determined this was not possible. The girls either resisted or lost their motivation and did not attend. Life-skill training was best provided only a few hours per month when opportunities provided for a natural and realistic presentation (e.g. pregnancies among the girls precipitated lessons on birth control). Additionally, much of this life skill education occurred informally as a part of the work activities (e.g. the importance of hygiene when baking and catering foods). Recreational activities were only enjoyed and appreciated by the girls if they occurred as a "reward" for the completion of a work project. While presenting life skill education in 'natural moments' was good, more thought needed to be given to planning the 'teachable' moments and in covering all the areas of life skill deficiencies. The girls were ignorant in many of these areas and needed tremendous assistance.

During the nine months of operation of the GROW Program, staff isolated many elements for good programming with these girls. These were as follows:

- to develop a strong social support system for girls using their peers and group home parent or guardian; and to establish work groups as teams.

- to provide a variety of traditional non-threatening work activities while slowly introducing some non-traditional work activities that encourage responsibility-taking, achievement, and decision-making.

- to provide close supervision for each girl, and with time, slowly encourage independent work and decision-making as a precursor to a job placement. Girls frequently did well in a closely supervised work setting but they functioned very poorly when required to work on their own without supervision.

- to provide work activities as the main component of program activities in order to instill self-confidence among the girls to keep them occupied, and to carefully create opportunity for life skill education and employment "survival skills."

The Program start-up cost per participant was high, over $2,000 per person. It is impossible to determine whether over time, it would be possible to provide problem adolescent girls with life skill education and job readiness training at a lesser cost. It may be possible to extend the 3-to-1 participant-to-staff ratio with the GROW Program to 5-to-1, but only if a highly organized and coordinated set of educational and work activities have been established.

As was expected, the Program encountered some operational problems. The most noticeable were problems acquiring qualified staff given the low salaries and short duration of the Project. Staffing instability had a dramatic effect on the girls. All four girls who quit the program within a few weeks were among those who entered the Program in February, when there was a 100% turnover in staff. The occurrence of personal problems with one Program worker also pointed out the importance of emotional stability and appropriate role modeling by staff for the girls. Some of the girls were negatively affected by what was happening to one of their counsellors and found it difficult to believe that not all people live in an environment of disruption.

Another problem area was lack of support from group home parents or the girl's parent or guardian to uphold the GROW program expectations. Frequently, the GROW program would set limits or requirements for girls only to find the parent (and occasionally the social worker) supporting the girl's rebellion or rejection of the rule. When the girls could successfully play one system off against the other, success with the girl was severely hampered.

Because of the short duration of the Project and the limited resources, GROW never really developed to a stage of testing placement, and follow-up support of girls in 'real' job

settings. A few girls were placed in apprenticeship or manpower-subsidized jobs; but the employers were poorly selected and poorly prepared. Staff failed to fully support the employer and the girls in this situation. Job placements, thus, tended to be unstable and usually short-lived.

The GROW Program was not successful in affecting real behavioural and emotional change among most of the girls. Most of the girls were still living in highly unstable situations and were frequently encountering crisis after crisis. The Program was too short, and too unstable, to institute control and changes in these situations. It is apparent long-term programming involving the girl, the social worker, and other family and peers, if possible, is necessary to affect substantial change towards independent self-sufficient living, holding a job, and ceasing involvement or contact with the criminal world.

The Boys and Girls Club of Victoria was able to identify some elements of a work-oriented program model for problem adolescent girls. However, a fully operational program model was not developed. The objectives, activities, and procedures of the GROW Program were unrealistic for the needs of this particular target population given the time restraints of the Program. This problem was partially a result of the fact there was no theoretical base to the Program that provided a link between the needs of the target population, program activities and program objectives, and guided the implementation of modifications.

However, in conclusion, the GROW experience appears to have encouraged social service and justice professionals to:

1. recognize the magnitude of the problems and dysfunctional lives experienced by numerous adolescent girls and the need for programs that promote greater stability, independence, and financial self-sufficiency for these girls.

2. recognize the importance and difficulties involved in providing programs that focus both on emotional and social stabilization, and on vocational and life skill preparation of young women.

RECOMMENDATIONS for the testing and implementation of a work-oriented program for girls are as follows:

1. design a more realistic work program for adolescent girls that takes into consideration the social needs, the educational deficiencies, and the emotional instability of a clearly defined target population, as well as consider the financial and operational limitations of the program.

2. hire the appropriate qualified counsellors and child care workers (providing adequate salaries) who not only have the appropriate formal training and experience but who exhibit personal and emotional stability in their own lives. They must be able to project a strong role model within the parameters of traditional expectations. Other factors which should be taken into consideration when interviewing staff for such a program include:

   - level of motivation
   - understanding of the Program philosophy and concepts
   - ability to set and maintain suitably high standards and expectations ("these kids will live down to our lowest expectations")
   - personal ability to resolve problems
   - acceptance of societal laws and norms (a police check on applicants re: known current criminal associations may give a good indication of any established inappropriate behaviour patterns. This could not be done without an applicant's consent, however, and an applicant cannot be turned down solely on the basis of a refusal)
   - portray a strong role model within the parameters of appropriate social values
   - possess good work skills and knowledge of a variety of work situations

3. Set up and/or take advantage of 'natural' opportunities to engage in good decision-making. Teach the youth techniques to control and resolve conflict situations at work and within their personal lives, in order that good decision-making can take place.

4. Provide a variety of apprenticeships, subsidized jobs, and 'real' jobs such that girls needing varying degrees of supervision and structure can be matched with the appropriate job.

5. Establish a formal consultative relationship with employers in order to provide training and guidance to employers on how they can better supervise and support these type of girls on the job. In this way, employers are likely to get greater reliability, performance, and productivity from their employee.

6. Demand and establish a formal commitment from the group home parent or the youth's parent/guardian to ensure they will support the Program's expectations (e.g. attendance) and will provide a stable living environment for the girl. Girls found it very difficult to maintain attendance and performance when

they were being "kicked out of" (or being threatened to leave) a particular living situation. Effort must be made to place the girl in a mutually satisfactory living situation prior to involvement in the GROW Program.

7. Accept new girls into the Program at specified intervals (e.g. every two to three months) and in groups of two or more. This would help avoid the problem of a sole newcomer trying to integrate into established social groups that have completed many of the program training or education sessions. This would also help to reduce the confusion and disruption caused by too many girls coming and going, all at different stages of progression. (To a certain extent this is unavoidable.)

8. Use the assessment procedures and tests developed during the 1983 GROW Program to obtain information about the individual needs of each youth. This information should be used to design special Program services or educational/life skill training for individual girls in areas where they are most deficient or dysfunctional.

9. Incorporate the concept of peer counselling and peer support groups into the Program. Program staff of GROW found the peer group had a powerful affect on the girls by supporting and motivating them to work hard and take responsibility. The work performance of girls forced to work on their own, prematurely, without the support of the group, usually deteriorated quickly.

10. In order to adequately test the efficiency of a work program for girls, it is necessary to ensure long-term funding over a minimum of three years in order to provide sufficient education, employment preparation, counselling, placement, and follow-up support for the participants over a six-to-twelve month period. Over a three year period, the Program should be able to help sufficient numbers of girls through this lengthy process in order to test the efficiency and effectiveness of this type of program with delinquent and socially-problematic adolescent girls.

APPENDIX A

Job Description

Girls Realizing Opportunities for Work

(G.R.O.W.)

Job Descriptions

Project Coordinator

-Directly accountable to the Coordinator of Special Services, Executive Director, and subsequently the Board

-Participate in developing and implementing all aspects of a program exclusively fitting the requirements for training young women in need.

*-Budget - keep within the guidelines of related program expenditures.

*-Work in conjunction with Director of SWAP to the compliment of both programs.

*-Supervise and assist in training of Counsellors.

-Participate in finding and costing of jobs undertaken by the program.

-Seek out potential job placements and program resources.

-Maintain all equipment in SAFE working condition.

-Evaluate project on a monthly basis--documenting all aspects of the program to correlate information for future funding.

-Establish rapport with students, families, and referral agents and keep them informed.

-Remain sensitive to individual needs through instilling self-confidence, social responsibility, motivation ... and providing appropriate counselling when necessary.

-Direct the day-to-day supervision of programming with SAFETY as the first priority.

-Prepare and submit individual bi-monthly assessments and subsequently develop individualized programs.

-Attempt to secure appropriate experience with an awareness to individual aptitudes and capabilities.

Counsellors - basically the same description minus the (*) points.

APPENDIX A (continued)

Recommended Revisions to Job Descriptions

SUPERVISOR

PROVEN administration ability
-supervision of staff
-budget preparation and control
-good writing/communication skills

Minimum 3 years experience working with "at risk" youth (preferably involving life skills instruction

Assessment skills

Working knowledge of the Victoria labour market

Class 4 license

Child Care Workers

Preference for previous experience working with "at risk" youth

Good communication skills

Working knowledge of Victoria labour market

At least one of the positions required practical experience and working knowledge of how to use and instruct in the use of various hand tools and other equipment

Class 4 license

NOTE Other factors which should be taken into consideration when interviewing staff for such a program include:

-level of motivation

-understanding of concepts

-ability to set and maintain suitably high standards and expectations (these kids will live down to our lowest expectations)

-personal ability to resolve problems (a police check on applicants re: known associations may give a good indication of established behaviour patterns)

-must be able to project a strong role model within the parameters of traditional expectations

-possess good work skills and knowledge of a variety of work situations.

APPENDIX B

EVALUATION PLAN FOR THE BOYS AND GIRLS CLUB G.R.O.W. PROGRAM

(April 1, 1983)

A. PURPOSE OF EVALUATION

The purpose for evaluation of the G.R.O.W. Program is:

1. to satisfy the demonstration project funding requirements of the British Columbia Ministry of Attorney General and the Solicitor General of Canada Juvenile Crime Prevention Project in their search for effective juvenile crime prevention models;

2. to determine whether this type of program is a successful and cost-effective approach to meet the needs of 'at risk' juvenile girls;

3. to provide documentation on the effectiveness of the Program to submit to the Ministry of Human Resources and other funders in support of a petition for ongoing core funding.

B. THE EVALUATION TASKS

In order to meet these goals and determine whether the G.R.O.W. Program is successfully meeting the needs of 'girls' in the Program and successfully preventing or reducing juvenile crime, five tasks will be carried out:

1. Program Model Design
   Design of the program model in terms of the objectives, criteria and services to be delivered in order to identify juvenile girls 16 and 17 years old, who are 'at risk' for involvement in delinquent activities and to address the needs of these girls and others between 16 and 19 years of age who are unemployable and unable to be self-sufficient.

2. Monitoring
   Monitoring of the daily operations of the G.R.O.W. Program to determine whether it is operating in accordance with the planned Program model.

3. Process and Outcome Assessment
   Assessment of the impact of the Program activities on the girls in the Program in terms of specific process objecties and specific expected outcomes (objectives) as specified in the Program model.

(The remaining two functions are optional depending on time and availability of funds).

4. Community Satisfaction
Assessment of community support for and knowledge about the G.R.O.W. Program and identification of any community factors hindering the operational efficiency and effectiveness of the Program.

(Community is defined as police, social service agencies, and citizen groups).

5. Management Issues
Assessment of the Program administration and ongoing management of program services to identify factors particularly effective in promoting Program success and factors that hinder operational efficiency and effectiveness.

C. DESIGN AND DATA COLLECTION ACTIVITIES

To accomplish each of the above five tasks, the following design and data collection activities are required:

1. Program Model Design
To date, meetings on Program model design have been held involving the Program administrator (Ralph Hembruff of the Boys and Girls Clubs of Victoria), the Program director, Marianne O'Keeffe-Pritchet, a representative of the Program funder, the B.C. Ministry of Attorney General and the Solicitor General of Canada (Brian Pollick, Special Projects Branch, Ministry of Attorney General) and the Program evaluators (Wendy Rowe and Jane Anderson). These meetings (and prior planning by the Program administrator) have yielded specific criteria for selecting girls appropriate for the Program.

Selection Criteria: Girls between 15 and 19 years of age:
- for whom academic upgrading is unrealistic at this time;
- who have some desire to participate in the Program and (preferably) have some work goal;
- who are 'persons in need' or likely to become 'persons in need;'
- who are at risk of involvement in delinquent activities (75% of all referrals).

The Program goals were determined as follows:

- to develop a specific program for young women to provide them with a constructive alternative to

their current and/or potential criminal activities;
- to provide a viable work activity program for young women who want to enter the working force but who are lacking the appropriate social, work, and/or life skills.

Expected outcomes (objectives) for participants in the G.R.O.W. Program were determined as follows:

- to acquire basic life skills in personal care, financial management, nutrition and health, and independent living;
- to improve the participants' self-esteem;
- to acquire the work ethic of self-sufficiency and independence (for themselves and for marital unit);
- placement in job or school/program preparatory to career goals;
- prevention or reduction of delinquent activity.

Process objectives considered intermediary to the achievement of outcome objectives were set as follows for Program participants:

- to acquire a sense of leisure time management;
- to acquire decision-making skills for decisions regarding career directions and other life plans;
- to acquire problem-solving skills to resolve any supervisory/youth conflicts in their placement;

Program activities fall in the following three general categories. Details on activities and the sequence of programming are provided in Appendix A: The Program Proposal.

- Recreation (5% of time)
  - outdoor hiking, nature walks
  - jogging, swimming
  - team sports
- Life Skills (25% of time)
  - grooming and hygiene
  - social service systems and their use
  - health and fitness
- Job Preparation (70% of time)
  - communication skills/interview techniques

- resume preparation, job search techniques
- work experience activities

2. Monitoring

In determining whether the G.R.O.W. Program is operating as it was planned, the following questions are asked:

- do the actual Program participants have the same characteristics as the target population (referral criteria)?

- are Program participants assessed, provided with the activities, or given information in the four-phase sequence as planned?
  1. orientation--awareness of resources and assessment (first couple of months)
  2. pre-vocational - determination
  3. occupational phase - development
  4. closure - implementation

- do Program participants spend their time on the Program as planned according to the following percentages for the following categories of activities (recreation 5%, life skills 25%, and job preparation 70%)?

To answer these questions, data needs to be collected on:

a) the characteristics of Program participants (girls)
   - sex, age
   - school status
   - family stability/living arrangement
   - delinquency background
   - prior involvement with MHR, probation
   - social support structures

(Data will be collected on Program Intake Form and summarized on client statistics form).

b) Each Program activity by time involvement will be described and listed daily on the Program Activities Calendar, Form C. Activities will be categorized as recreational, life skills, and vocational. Total amount of time spent by category each month will be calculated. Total amount of time spent each month in orientation phase activities, pre-vocational phase activities, occupational phase activities, and follow-up will be calculated.

c) (If Program participants attend activities on an individual basis rather than group basis, then

record will be kept of individual client participation in activities on Client Participation Form D and summarized as recreational, life skills, or vocational on the Client Statistics Form).

3. Process and Outcome Assessment

A before/after research design will be employed to determine achievement of the five outcome objectives. At entry, termination, and six months, follow-up assessment of each participant will be conducted using the :

- Life Skills Checklist (observer rating)
- Social Self-Esteem Checklist (observer rating)
- Work Ethic questionnaire (via interview)

In addition, data will be collected at the six months follow-up on:

- changes in the volume and type of delinquent activities prior to and subsequent to the Program;
- job/school placement on ongoing participation in another appropriate program.

Ongoing progress of girls in the Program will be monitored in terms of the four process objectives through:

- personal interview
- review of participants' journals

Data will be collected by month for each participant on:

- amount of time spent in appropriate leisure-time activity on weekends;
- number of times engaged in planning and decision-making about life goals and for each occasion, rating of their decision-making skill according to the following scale:

  1: denys; refuses to make decision
  2: label it, but doesn't make a good decision
  3: makes decision, but for immediate needs
  4: deliberates a long time, but attempts reasonable problem-solving
  5: makes decision easily, relates to long-term benefit

- number of times encounters conflict with supervisor or fellow employees on job, and for each conflict, rating of appropriate resolution according to the following scale:

  1. Blows-up, quits.

2. Says nothing, but simmers with problem; unhappy.
3. Tries to deny problem.
4. Recognizes problem; attempts to resolve but carries it out awkwardly.
5. Resolves problem successfully, no running away, no bad feelings.

A summary of objectives, measurement technique, and the data collection time form is available in Appendix A Program Proposal.

4. Community Satisfaction (optional)

Assessment of community (police, MHR, citizen groups) support for and knowledge about the G.R.O.W. Program will be conducted through analysis of:

- the volume and source of appropriate referrals to the Program.

- questionnaire surveying (after the Program has been operating for eight months) on their knowledge about the Program objectives, activities, and target population. To be designed.

- questionnaire surveying (after the Program has been operating for eight months) on their perception and/or knowledge how the G.R.O.W. Program is having a beneficial effect on girls in the Program. To be designed.

- questionnaire surveying (after the program has been operating for eight months) on the existence and efficiency of communication and on the sharing/coordination of social service resources. To be designed.

5. Management Issues (optional)

A description of Program management, staffing, and operating mechanism will be provided. Through interview and program managers and staff, ongoing and after eight months, an assessment will be made of factors that have facilitated program delivery and factors that have hindered program delivery.

G.R.O.W. CLIENT STATISTICS

.D.	Age	Date of Referral	Source of Referral	Date of Leaving	Pre-Assessment			Prior Delinq	Total Hrs Participate			Time/Month in App. Leisure Actitity						
					Life Skill	Self Esteem	Work Ethics		Rec	Life Skills	Voc	1st	2nd	3rd	4th	5th	6th	7th	8th

G.R.O.W. CLIENT STATISTICS

Decision Making		Conflicts		Delinquencies		Immediate Placement	6 Months Follow - Up				
ncidences	R	Incidences	R	During	6 Month		Jobs	Other	Life Skills	Self Esteem	Work Ethics

APPENDIX C

Social Self Esteem

Circle the number and description that best describes how you feel on each of the following 20 questions.

1. How comfortable are you when starting a conversation with people whom you don't know (e.g., very comfortable)?

Very comfortable	Fairly comfortable	Sometimes comfortable	Comfortable once in a great while	Practically never comfortable
5	4	3	2	1

2. When you speak in a group discussion, how sure of yourself do you feel?

Very sure of myself	Fairly sure of myself	Sometimes sure of myself	Sure of myself once in a great while	Practically never sure of myself
5	4	3	2	1

3. How confident do you feel that some day the people you know will look up to you and respect you?

Very Confident	Fairly confident	Confident sometimes	Confident once in a great while	Practially never confident
5	4	3	2	1

4. How much do you worry about how well you get along with other people?

Very Often	Fairly Often	Sometimes	Once in a great while	Practically never
1	2	3	4	5

5. How often do you feel that you have handled yourself well at a social gathering?

Very often	Fairly often	Sometimes	Once in a great while	Practially never
5	4	3	2	1

6. How often do you have the feeling that there is nothing you can do well?

Very often	Fairly often	Sometimes	Once in a great while	Practically never
1	2	3	4	5

7. How often do you feel self-conscious?

Very often	Fairly often	Sometimes	Once in a great while	Practically never
1	2	3	4	5

8. When you talk in front of a group of people of your own age, how pleased are you with your performance?

Very pleased	Fairly pleased	Sometimes pleased	Pleased once in a great while	Practically never pleased
5	4	3	2	1

9. How often do you worry about whether people like to be with you?

Very often	Fairly often	Sometimes	Once in a great while	Practically never
1	2	3	4	5

10. How often do you feel that you dislike yourself?

Very often	Fairly often	Sometimes	Once in a great while	Practically never
1	2	3	4	5

11. How confident are you that your success in your future job or career is assured?

Very confident	Fairly confident	Confident sometimes	Confident once in a great while	Practically never confident
5	4	3	2	1

12. How sure of yourself do you feel when among strangers?

Very sure of myself	Fairly sure of myself	Sometimes sure of myself	Sure of myself once in a great while	Practically never sure of myself
5	4	3	2	1

13. When you have to talk in front of a group of people your own age, how afraid or worried do you usually feel?

Very worried	Fairly worried	Sometimes worried	Worried once in a great while	Practically never worried
1	2	3	4	5

14. How often do you feel inferior to most of the people you know?

Very often	Fairly often	Sometimes	Once in a great while	Practically never
1	2	3	4	5

15. How often do you have the feeling that you can do anything well?

Very often	Fairly often	Sometimes	Once in a great while	Practically never
5	4	3	2	1

16. Do you ever think that you are a worthless individual?

Very often	Fairly often	Sometimes	Once in a great while	Practically never
1	2	3	4	5

17. How often do you feel troubled with shyness?

Very often	Fairly often	Sometimes	Once in a great while	Practically never
1	2	3	4	5

18. How often do you feel that you are a successful person?

Very often	Fairly often	Sometimes	Once in a great while	Practically never
5	4	3	2	1

19. Do you ever feel so discouraged with yourself that you wonder whether anything is worthwhile?

Very often	Fairly often	Sometimes	Once in a great while	Practically never
1	2	3	4	5

20. In general, how confident do you feel about your abilities?

Very confident	Fairly confident	Confident sometimes	Confident once in a great while	Practically never confident
5	4	3	2	1

APPENDIX D

WORK ETHIC ATTITUDE SCALE

N.P. Take the initial response, No Prompting; scale accordingly.

Section A

Scoring:
0 - not appropriate
1 - somewhat appropriate
2 - definitely appropriate

1. If I had my choice between having to work myself, or having someone support me, I would ...
2. If I was late for a job interview, I ...
3. My idea of the perfect job is ...
4. If my boss wanted me to work overtime, I ...
5. If a fellow worker was getting under my skin, I would ...
6. If my boss was really getting under my skin, I would ...
7. If I have trouble getting up early in the morning, I ...
8. When I am tired in the morning on a workday, I usually ...
9. If I don't have change for the bus, I ...
10. If I miss the bus to work/school, I ...
11. If I cannot get a job after really trying for three months, I ...
12. When I first start a job, I expect my boss will ...
13. If I ran out of work from my supervisor, I ...
14. To prepare myself for work each day, I ...
15. If I don't understand what my boss wants me to do, I ...
16. If the government pays me too much on a welfare cheque, I ...
17. If I was late for work, I ...

18. If my job seemed too hard for me, I ...

Total ___/36

APPENDIX D (continued)

WORK ETHIC ATTITUDE SCALE II

Section B

Scoring: 0 - yes
1 - don't know
2 -no

1. If I cannot get a job after really trying for three months, I would go on welfare.

yes don't know no

2. When I have been working at the same place for one year, I expect I will get a raise automatically.

yes don't know no

3. When, and if, I get married, I expect that I will stay at home.

yes don't know no

4. When, and if, I get married, I expect that I will have a baby right away.

yes don't know no

5. When, and if, I get married, I expect that my husband will have a full-time job.

yes don't know no

6. If I won $100,000 dollars, I would quit my job immediately.

yes don't know no

7. If I were to go on U.I.C., I would stay on it as long as possible.

yes don't know no

8. If I were to go on welfare, I would stay on it as long as possible.

yes don't know no

Total _____ /16

ITEM	SCALE -- LIFE SKILLS CHECK LIST				Entry	Term./ Placement	Follow-Up	Comments
PERSONAL CARE Hair, Skin, Fingernails	Definitely no 1	Somewhat only 2	Moderately yes 3	Definitely yes 4				
Dental Hygiene apparent	1	2	3	4				
Body Odour	strongly apparent 1	somewhat frequently 2	occasional 3	not at all 4				
Does not appear tired or listless in Program. Getting enough sleep.	always tired 1	often tired 2	occasionally tired 3	never tired 4				
NUTRITION & HEALTH								
Brings nutritious lunch to program/job/school	never 1	occasionally 2	often 3	always 4				
Practices moderation: does not over-indulge in hard substances ie. coke, coffee, etc.	" 1	" 2	" 3	" 4				
Does not use Tobacco, drugs, alcohol	" 1	" 2	" 3	" 4				
Is not frequently absent for illness	Frequently absent 1	regularly absent 2	occasional absent 3	never absent 4				

ITEM	SCALE -- LIFE SKILLS CHECK LIST	Entry	Term./ Placement	Follow-Up	Comments
	1 2 3 4				
Participates in appropriate leisure activities on weeknights and weekends	never sometimes often always 1 2 3 4				
PHYSICAL APPEARANCE:					
Clean, Tidy, mended Clothing	definitely not / only somewhat / moderately yes / definitely yes 1 2 3 4				
Good Posture	" " " " 1 2 3 4				
Interpersonal interaction -- eye contact, comfort in close prox. to others	" " " " 1 2 3 4				
Tasteful makeup	" " " " 1 2 3 4				
FINANCIAL MANAGEMENT:					
Is not in Debt	serious debt / moderate debt / somewhat in debt / not in debt 1 2 3 4				
Does not need to borrow cigarettes and food. HAS BUS FARE	freq. borrows / regularly borrows / occasion borrows / never borrows 1 2 3 4				
Has budgetted for leisure time	definitely not / only somewhat / moderately yes / defin. yes 1 2 3 4				
Has researched various bank programs	" " " " 1 2 3 4				

ITEM	SCALE -- LIFE SKILLS CHECK LIST				Entry	Term./ Placement	Follow-Up	Comments
INDEPENDENT LIVING:								
Reduction in NEED to contact support services ie, PO, worker, etc.	definitely not	only some-what	moderately yes	definitely yes				
	1	2	3	4				
Makes own decision, resolves own problems satisfactorily	"	"	"	"				
	1	2	3	4				
Is maintaining own living situation	"	"	"	"				
	1	2	3	4				
Has utilized resources such as: bank	"	"	"	"				
health clinic	1	2	3	4				
library								
Is successfully maintaining:								
volunteer work	"	"	"	"				
work experience	1	2	3	4				
full-time employ-ment								
TOTALS								

APPENDIX E (continued)

APPENDIX E (continued)

Life Skills Check List

I use birth control: Yes No How Often? _____

I use tobacco Yes No How often? _____

I use alcohol Yes No How often? _____

I use drugs Yes No How often? _____

For breakfast I usually eat _____

For Lunch I usually eat _____

For supper I usually eat _____

For snack I usually eat _____

I see a doctor Yes No How often? _____

I see a dentist Yes No How often? _____

If I had my choice of living arrangement I would choose .....

.....

.....

If, because of my age, others determine where I live, I would accept _____

_____

_____

If I had a big problem in my life I _____

_____

_____

For hobbies I _____

_____

When I am at home and have nothing to do I _____

_____

_____

My idea of a good time is:

APPENDIX F

INTAKE FORMS

Referral Letter
Information Sheet
Employment Application
Agreement by Participant

BOYS' AND GIRLS' CLUB OF GREATER VICTORIA

GIRLS REALIZING OPPORTUNITIES FOR WORK

REFERRAL LETTER

DEFINITION: GROW is a program designed to provide young women with viable interpersonal and employment skills, to facilitate successful employment placement. Many of these young women will be seen as "at risk" in the community, in need of structural support and guidance to prevent involvement in the judicial system.

INTAKE CRITERIA:

The program is open to young women:

- who have attained the minimum age of 15
- for whom it is unrealistic to participate in other existing upgrading or training programs at this time
- who are of average learning ability
- who have some inclination of an established work goal
- who are motivated to enter this program and whose parents/ guardians are preferrably supportive
- who have a relatively stable living situation as a base for support services

REFERRALS:

A referral should be made by a Probation Officer, or an MHR worker, or School representative.

A parent or guardian making a referral will be required to establish the applicants "need" and may be directed to the appropriate agency nearest his residence.

REFERRED BY:

NAME: _____

TITLE: _____

PHONE: _____

Date _____

Applicant's Name: _____

1. Briefly outline the applicant's background. Please include a synopsis of any charges or other involvement with "the system."

2. Briefly outline the applicant's present situation and reason for referral.

3. What is/are the applicant's work goal(s)?

4. What support are you (referral agent) able to provide?

5. What other support systems are available (i.e. type of accommodation, adult supervision, other groups/agencies involved with the family)?

6. Other relevant comments.

CONFIDENTIAL

GIRLS REALIZING OPPORTUNITIES FOR WORK
INFORMATION SHEET

NAME _____

ADDRESS _____

PHONE _____

BIRTHDATE: _____ AGE _____

STATUS: with mother/father/ gr. hm/ foster/
boarding/ other: _____

Date interviewed _____

Date commenced _____

Date terminated _____

Reason: _____

FATHER: _____ EMPLOYED BY _____ PHONE: _____

MOTHER: _____ EMPLOYED BY _____ PHONE: _____

MEDICAL PLAN NO: _____ SOC'L INS. No. _____

FAMILY DOCTOR: _____

HEALTH BACKGROUND: Significant illnesses/injuries and chronic disabilities

_____

_____

_____

REFERRED BY: _____ _____ _____
(Name of worker) (Agency) Phone

CASE WORKERS: _____ _____ _____

_____ _____ _____

_____ _____ _____

REASON FOR REFERRAL: _____

_____

RELEVANT INFORMATION: (Probation, wardship status, ...)

PROBATIONER? YES/NO Termination date: _____

List of offenses:

_____

_____

_____

_____

EDUCATIONAL BACKGROUND:

Last Grade Completed: _____ Date: _____ Last School: _____

Education Strengths/weaknesses (i.e. ability to read): _____

_____

_____

_____

_____

EMPLOYMENT BACKGROUND: WHAT IS YOUR WORK GOAL? _____

_____

_____

_____

PREVIOUS EXPERIENCE: (List any courses taken)
YEAR, jobs held, type of work, name of employer, duration, etc.

_____

_____

_____

_____

_____

EMPLOYMENT APPLICATION

NAME | PHONE # | SOC. INS. #

Surname Given Names

ADDRESS

MAIN OCCUPATION | DATE | OFFICE

OTHER OCCUPATIONS | SOCIAL WORKER OR P.A.W.

PREFERENCE OF AREA

AGE BIRTH DATE WEIGHT HEIGHT NO. OF DEP.

Years Day Month Year Pounds Ft. Inches

CIRCLE HIGHEST YEAR OF EDUCATION COMPLETED 1 2 3 4 5 6 7 8 9 10 11 12 13 1 2 3 4 5 6 7 DEGREES

OTHER TRAINING OR COURSES COMPLETED | YEAR HIGHEST EDUCATION COMPLETED, 19 UNION MEMBER?

HOBBIES

DESCRIBE ANY DISABILITY OR HANDICAP

IF NEEDED FOR WORK, DO YOU HAVE: (1) TOOLS? (2) DRIVERS LICENCE? (3) AUTOMOBILE?

ARE YOU RECEIVING INCOME ASSISTANCE | I.A. INCOME | ARE YOU RECEIVING U.I.C. BENEFITS

HOW LONG ON I.A.? LESS THAN 1 MONTH , 1 MONTH , 2 MONTHS , 3 MONTHS OR MORE

HOW LONG HAVE YOU BEEN A RESIDENT OF BRITISH COLUMBIA? HAVE YOU REGISTERED WITH CANADA MANPOWER?

CANADIAN CITIZEN? YES NO BONDABLE? YES NO

EMPLOYMENT HISTORY - commencing with most recent job or position:

EMPLOYER: | LOCATION:

STARTED: FINISHED: LAST RATE $

DUTIES INVOLVED:

REASON FOR LEAVING:

EMPLOYER: | LOCATION:

STARTED: FINISHED: LAST RATE $

DUTIES INVOLVED:

REASONS FOR LEAVING:

EMPLOYER: | LOCATION:

STARTED: FINISHED: LAST RATE $

DUTIES INVOLVED:

REASONS FOR LEAVING:

OTHER EXPERIENCE - JOBS

Signature of Client

EMPLOYMENT APPLICATION

GIRLS REALIZING OPPORTUNITIES FOR WORK

70
1240 YATES STREET
VICTORIA, B. C. V8V 3N3
TELEPHONE: 383-1101

AGREEMENT BY PARTICIPANT

In consideration of my being accepted as a participant in the G.R.O.W. Project, I hereby acknowledge my understanding of, and agreement to, the following conditions:

1. That I will attend daily, Monday through Friday (Public Holidays excepted) from 9:00 a.m. to 5:00 p.m., or such other hours as may be directed from time to time.

2. That I will notify the Project staff, by telephone, no later than 9:00 a.m. on each and every day I am unable to attend because of illness or some other valid reason for absence.

3. That I will report for work punctually and suitably dressed.

4. That I will obey all lawful instructions of the Project staff or others in authority, and will comply with all safety regulations of the Workers' Compensation Board of B. C.

5. That my performance and participation will be assessed daily. After successful completion of my probationary period, I will be entitled to receive an Incentive Allowance based on my daily assessment. The rate of such an Incentive Allowance will be as set out by the program Directors.

6. That from my Incentive Allowance I will undertake to meet such financial obligations as I will arrange with the Project staff and/or other persons in authority over me.

7. That if I am found in possession of unlawful drugs, or of alcohol in any form, while taking part in any Project activity, I will be instantly dismissed, and the circumstances will be reported to the appropriate law enforcement agency.

Signed at Victoria, B. C., this _____ day of _____, 19 ___

Signature of Client

EMPLOYMENT APPLICATION

TO BE COMPLETED IN DUPLICATE
Original to Participant's file
Duplicate to be retained by Participant.

_____
Witnessed by:

_____

APPENDIX G

INCENTIVE ALLOWANCE

Incentive Points Summary
Criteria for Awarding Points
Incentive Allowance Payments

G.R.O.W.

INCENTIVE POINTS SUMMARY

_IOD: _____ PARTICIPANT: _____

DATE		DAILY PTS.	DAILY TOTAL	COMMENTS
RIDAY	Dependability Attendance Effort Responsibility Behaviour			
ONDAY	Dependability Attendance Effort Responsibility Behaviour			
ESDAY	Dependability Attendance Effort Responsibility Behaviour			
DNESDAY	Dependability Attendance Effort Responsibility Behaviour			
URSDAY	Dependability Attendance Effort Responsibility Behaviour			
IDAY	Dependability Attendance Effort Responsibility Behaviour			
ONDAY	Dependability Attendance Effort Responsibility Behaviour			
ESDAY	Dependability Attendance Effort Responsibility Behaviour			

_ POINTS THIS PERIOD.

APPENDIX G

CRITERIA FOR AWARDING POINTS DAILY

DEPENDABILITY

1. follow-through
2. being accountable
3. honesty
4. sharing group responsibility--fulfiling group speaker/work commitments

ATTENDANCE

1. being on time
2. calling in advance of absence or tardiness
3. absenteeism (appropriateness of personal/medical appointments)
4. taking appropriate coffee breaks

EFFORT

1. willingness to participate
2. development towards positive work attitude
3. developing self-awareness/control
4. sharing of self (willingness)

RESPONSIBILITY

1. taking initiative
2. following-through on program and individual study assignments
3. ownership for responsibility of personal self-management
4. seeking the most benefit from the program for self and for group

BEHAVIOUR

1. attitude
2. individual response
3. group response
4. communication

APPENDIX G (continued)

G.R.O.W. INCENTIVE ALLOWANCE

Payment Period: _____

Name	-Days- PR	AB	PTS	Allow @$.50	Attnd Bonus	Savng Bonus	Total	Deduct	Net Pmt	Ch.#

Certified Correct:

_____
Director, GROW Program

Basis for Payment:

Incentive Points: Fifty Cents ($.50) per point as awarded daily on scale of 1 to 10, recorded on Individual Summary Sheets.

Attendance: Bonus of $10.00 for perfect attendance in the preceeding two-week period.

Savings: Bonus of $5.00 for every $100.00 saved and not subsequently withdrawn unless to an approved purpose.

APPENDIX H

ATTENDANCE OF INDIVIDUAL GIRLS IN PROGRAM

I.D.#	Start Date	Weeks in Progam up to 9/30	Percentage Attendance	% Absent With Cause	% Absent Without Cause
1	2/24	20 weeks; terminated.*	77%	12%	11%
2	2/28	9 weeks; terminated.	62%	0%	38%
3	2/28	9 weeks; terminated.	64%	0%	36%
4	2/28	1 week; terminated.	20%	0%	80%
5	2/28	2 weeks; terminated.	42%	0%	58%
6	2/28	1 week; terminated.	40%	20%	40%
7	2/28	2 weeks; terminated.	60%	10%	30%
8	3/10	18 weeks; terminated.	73%	6%	21%
9	3/10	14 weeks; terminated.	58%	8%	34%
10	3/22	28 weeks; ongoing.	80%	1%	19%
11	4/27	14 weeks; terminated.	77%	5%	19%
12	4/27	18 weeks; terminated.	63%	6%	31%
13	5/2	16 weeks; terminated.	84%	11%	5%
14	5/13	20 weeks; ongoing to end.	83%	2%	5%
15	5/20	11 weeks; terminated.	77%	6%	17%
16	5/20	7 weeks; terminated.	90%	7%	3%
17	5/24	15 weeks; terminated.	80%	0%	20%
18	6/14	16 weeks; ongoing to end.	100%	0%	0%
19	6/27	14 weeks; ongoing to end.	88%	2%	0%
20	6/28	10 weeks; terminated.	100%	0%	0%
21	8/3	4 weeks; terminated.	100%	0%	0%

*Most participants terminated early. Only four were ongoing to the end of the Program in September.

APPENDIX I

LETTER OF SUPPORT

Province of
British Columbia

Ministry of
Human Resources

FIELD SERVICES

1627 Fort Street
VICTORIA, B.C.
V8R 1H8

Telephone: 598-5121

May 14, 1984

Mr. Stan Warlow
Executive Director
Victoria Boys' and Girls' Club
1240 Yates Street
Victoria, B. C.
V8V 3N3

Dear Mr. Warlow:

As a social worker working with difficult adolescents, I have frequent occasion to refer young people to the programs operated by your society. I have been particularly appreciative of the work experience programs, S.W.A.P. and G.R.O.W., as so many of the young people I work with have been ill-equipped to either continue their formal education or compete in the job market. These programs have given them the opportunity to learn real job skills, as well as responsibility and self-discipline, and to experience some personal success and achievement. I have been consistently impressed with the positive results as I've seen many young people become more confident and motivated about working or have their interest in learning stimulated once again.

It was with some concern, therefore, that I learned that funding for the G.R.O.W. program was discontinued. The age group serviced by your programs is obviously the one hardest hit by the current recession. My sixteen years of working with adolescents has certainly shown me that the availability of constructive alternatives for this age group is essential. If we are to avoid the morass of social problems which inevitably occur when such alternatives are not available, we need to expand such programs as S.W.A.P. and G.R.O.W. at this time.

I wish you every success in your quest for funding in what I consider to be essential programs.

Sincerely,

Barbara Mullin
Social Worker
CHILD RESOURCES WEST

BM:pd

POOR

QUALITY

ORIGINAL